

Preparation: Arrive at least a half hour early. Have your space set-up at least fifteen minutes before participants arrive. Greet participants as they arrive to establish rapport. Materials Needed: Parking lot, pencil boxes, pencils, sticky notes, highlighters, markers, chart paper, tape, music of your choice, speakers, projector, screen

Say: *Welcome to the Professional Development Module for elementary RTI: Reading. I'm glad you're here!*

Say: *This training identifies evidence-based practices that will validate what you are already doing in your teaching practice and will hopefully motivate you to want to try some new practices.*

Orientation to Materials

Quickly walk participants through the materials for the module, pointing out the sections below. As you point out each section, have participants tab each section with a sticky note.

•**Professional Development Lesson Overview and Visual Diagram:** Explain that the diagram is simply the overview diagram for the module—we will discuss this diagram in more depth in a moment. Explain that the lesson plan is very important for their own implementation of the module, as it provides an overview for each slide and activity, coupled with the recommended time for each slide and activity. This lesson planning chart is extremely helpful not only in their own preparation, but also if they have to spread out the module over several smaller sessions, as it can help determine what can be covered for each session.

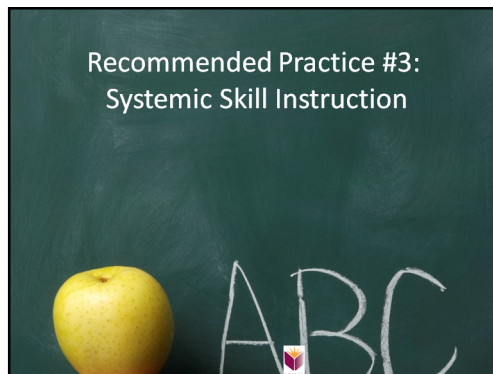
•**Presenter Notes:** Explain that the presenter notes are the slides that contain all of the notes for the presenter. Note that participant notes or any media, such as a movie, is needed they will see an icon on the slide as an indicator.

•**Participant Notes:** Explain that the participant notes are simply the slides in a handout format so that participants can take notes during the presentation.

•**Handouts:** Explain that the handouts are additional resources that will be referenced often. The handouts have been created by Doing What Works website and the Montana Office of Public Instruction.

- Explain that as you work today, you will be using a signal to let participants know when discussion time is ending and that you need their attention up front.
- Establish partners and groups based on the time you will be with this group of participants.
- Model/practice the signal you will use to bring the group back together after small group discussions and activities (ex., count down, hand raise, cue word, etc.)
- Refer participants to the parking lot and invite them to write down questions they would like to see addressed on sticky notes and place them on the board.

Say: *Please find the Next Steps handout. This next steps form is a tool for you to utilize throughout the training to identify what new ideas you want to remember to use when you return to your school. Please keep this handy and write down anything that you feel is important to your work.*



Say: We are going to explore the third key concept in the Elementary RTI: Reading module, Systemic Skill Instruction.

No Media
No Handout



Say: *This visual diagram illustrates the recommended practices found in an effective RtI framework. The recommended practices include universal screening, progress monitoring and differentiation, and systematic skill instruction.*

You have a larger copy of this slide in your handouts for easier viewing.

Take one minute to scan this diagram.

Say: *Now turn to a shoulder partner and discuss the components of the diagram. Be prepared to share something from the diagram with the group.*

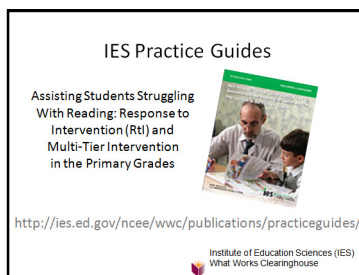
Call on two or three individuals to share something they observed about the diagram.

Recommended Practices

1. Universal Screenings
2. Progress Monitoring and Differentiation
Based on Data
3. Systematic Instruction



Say: In this module we will explore the research evidence for successful RtI reading implementation in the primary grades through Systemic Skill Instruction. This module will explore each of these practices through various multimedia and activities.

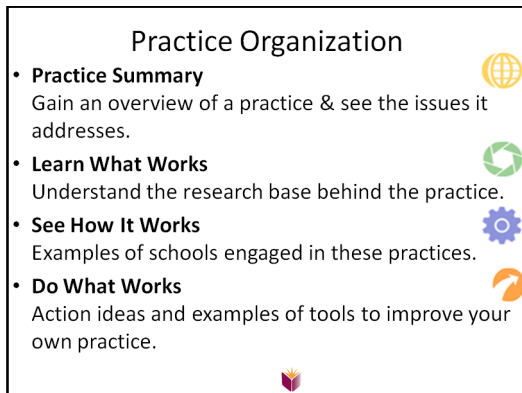


Say: This Practice Guide is the foundation for the Doing What Works content on Response to Intervention in reading. The practice guide is available on the US Department of Education's Institute of Education Sciences What Works Clearinghouse website if you would like more information.

The Practice Guide was developed by an expert panel convened by the Institute of Education Sciences.

Assisting Students Struggling With Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades: Includes five recommendations designed to help educators use Response to Intervention (RtI) practices to identify students who need assistance in reading and to implement focused interventions to promote their reading achievement. A summary of the research evidence and a level of evidence rating are provided for each recommendation. For the Doing What Works website, these five recommendations have been merged into four practices.

<http://ies.ed.gov/ncee/wwc/publications/practiceguides/>



Say: Each practice is organized on the Doing What Works website into these four categories.

Practice Summary

This section offers an overview of the practice & see the issues it addresses. These slides are indicated with the orange globe icon.

Learn What Works

This section offers a better understand about the research base behind the practice. These slides are indicated with the green circle icon.

See How It Works

This section offers examples of schools engaged in these practices. These slides are indicated with the blue cog icon.

Do What Works

This section offers action ideas and examples of tools to improve your own practice. This section pulls all of the ideas together from the previous three sections. These slides are indicated with an icon that displays an orange circle with an arrow in it.

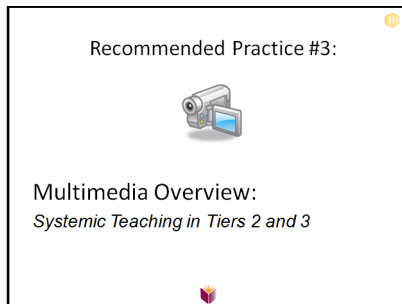
Plan intensive instruction on
foundational reading skills for students
in Tier 2 and Tier 3 interventions.

Practice Summary



Say: This section offers an overview of the practice & examines the issues it addresses. These slides are indicated with the orange globe icon.

Plan intensive instruction on foundational reading skills for students in Tier 2 and Tier 3 interventions.



Instruct participants to write “Strategies for Intensifying Instruction” at the top of a sticky note or piece of paper.

Say: This multimedia overview introduces the key elements of systematic instruction, describes explicit strategies teachers can use to help students master critical reading skills, and explains the importance of instructional dosage, scaffolded instruction, student practice, and corrective feedback.

As you listen write down the different strategies that are suggested for intensifying instruction for students who are need additional support.

Media: Multimedia Overview: Systemic Teaching in Tiers 2 and 3 (6:50)
Handout: None

60, 30, 15 Partner Activity

Share the ideas about ways to intensify instruction from your notes with a partner.

- Partner 1 Speaks for 60 seconds
- Partner 2 speaks for 30 seconds
- Partner 1 sums it up in 15



Preparation: Write Intensifying Instruction on chart paper.

Materials: sticky notes, chart paper

Say: *Share the ideas you wrote down with a partner.*

Partner 1 Speaks for 60 seconds

Partner 2 speaks for 30 seconds

Partner 1 sums it up in 15

At the end of the partner time check in with individuals and write their thoughts on the chart paper.

Possible Answers:

- match instruction to needs
- focus on foundational skills
- increasing time or dosage of instruction
- decreasing group size
- provide multiple small group sessions in a day
- double dosing
- provide systematic and explicit instruction (direct)
- provide extra practice
- teach to mastery
- thinkalouds
- graphic organizers
- immediate corrective feedback

Plan intensive instruction on
foundational reading skills for students
in Tier 2 and Tier 3 interventions.

Learn What Works



Say: This section offers a better understand about the research base behind the practice. These slides are indicated with the green circle icon.

Key Concepts



- Implement intensive reading interventions on a regular basis.
- Use an intervention curriculum focused on foundational reading skills.
- Provide systematic reading instruction with opportunities for practice and feedback.



Key Concepts

1. Implement intensive reading interventions on a regular basis.

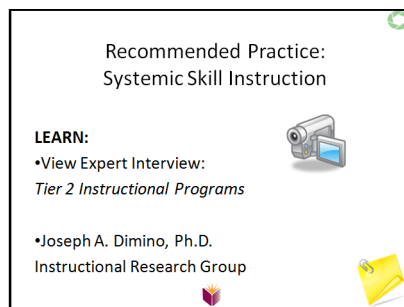
Tier 2 intervention should take place in small group instruction three to five times a week for 20 to 40 minutes per session. Students who show minimal progress after a reasonable amount of time in Tier 2 will require more intensive assistance. Tier 3 intensifies instruction by focusing on a small set of targeted skills and providing multiple and extended daily sessions, including one-on-one tutoring.

2. Use an intervention curriculum focused on foundational reading skills.

The RtI curriculum must address appropriate foundational reading skills at each grade level, including comprehension, fluency, phonemic awareness, phonics, and vocabulary. Students whose screening scores fall within Tier 2 should receive supplemental instruction on up to three foundational reading skills. Tier 3 intervention should focus on fewer high-priority reading skills to promote reading proficiency.

3. Provide systematic reading instruction with opportunities for practice and feedback.

Systematic instruction gradually builds skills and ensures that students attain mastery before moving on. It provides a high level of teacher-student interaction with opportunities for practice and feedback. Lesson pacing can be adjusted for increased focus on targeted skills, and teachers should use a mix of instructional strategies, including modeling, scaffolding, and thinkalouds, and material supports such as graphic organizers. In Tier 3, teachers should provide one-on-one instruction with extensive practice and immediate corrective feedback.



Say: In this interview Dr. Joeseeph Dimino, a research expert with the Instructional Research Group discusses the content, instructional focus, and structure of Tier 2 interventions. He presents the foundational reading skills appropriate at each grade level, describes explicit teaching strategies, and contrasts the characteristics of Tier 2 and Tier 3 interventions in terms of student grouping and frequency and amount of instruction.


Find the Compare and Contrast Handout. Write Tier 2 on the topic 1 line and Tier 3 on the topic 2 line.

As you listen to Dr. Dimino listen for different for his suggestions on the similarities and differences between Tier 2 and Tier 3 instruction.

Give participants one minute at the end of the video to write down their comparisons.


Direct participants to share their ideas with their partner.


Media: Expert Interview: Tier 2 Instructional Programs (5:54)
Handout #3: Compare and Contrast Handout



Recommended Practice:
Systemic Skill Instruction


LEARN:
•View Expert Interview:
Intensive Tier 3 Instruction

•Joseph A. Dimino, Ph.D.
Instructional Research Group





Say: In this expert interview, Dr. Dimino describes intensive Tier 3 interventions and discusses the importance of considering how to group students, pace lessons, provide error correction, and student practice. He explains the term "double dosage" and suggests how teachers can structure intensive instruction for students.


Media: Expert Interview: Intensive Tier 3 Instruction (4:08)
Handout: No Handout



Recommended Practice:
Systemic Skill Instruction

LEARN:
•View Expert Interview:
Implementing Reading Interventions

•Sylvia Linan-Thompson, Ph.D.
Instructional Research Group


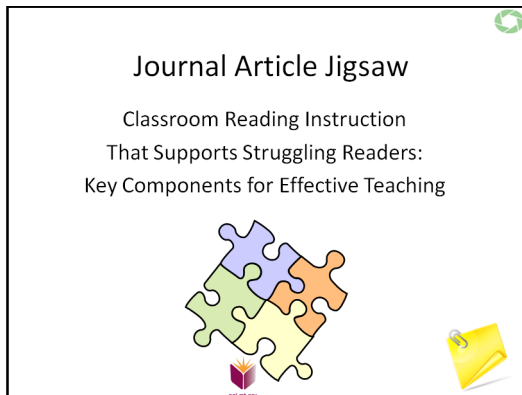


Say: Listen carefully as Dr. Linan-Thompson describes the components of effective interventions and how English learners can benefit from additional teaching.

She describes reading interventions that are typically Tier 2 small group daily interventions that are provided in addition to classroom instruction.

In addition to group size and amount of time, the recommended characteristics of interventions include scaffolding across reading components, well-paced instruction with adequate practice, and inclusion of oral language development during reading skills instruction.

Media: Expert Interview: Implementing Reading Interventions (5:27)
Handout: None



Participants will be in groups of four for this jigsaw activity.

Say: Please find the RTI Action Network Article, Classroom Reading Instruction That Supports Struggling Readers: Key Components for Effective Teaching. In your groups of four you will each read a section of the article and then share your section with the rest of the group.

Within your groups assign a number 1-4 to each person.

Allow 30 seconds for participants to assign numbers.

Say:

1's will read the introduction and on page 1

2's will read Teach the Essentials, Differentiating Instruction on pages 1 and 2

3's will read Making Instruction More Explicit and Providing Systematic Instruction, Increasing Opportunities on pages 2 and 3



4's will read Applying Skills and Strategies in Meaningful Text and Monitoring Student Progress on pages 3 and 4

No Media


Handout #4: RTI Action Network Article - Classroom Reading Instruction That Supports Struggling Readers: Key Components for Effective Teaching

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See How It Works




Say: This section offers examples of schools engaged in these practices. These slides are indicated with the blue cog icon.





Recommended Practice:
Systemic Skill Instruction

SEE:

- Presentation:
Modeling Initial Sounds in Tier 3



- Nancy Bookwalter
Tri-Community Elementary
Steelton, PA






Say: Watch as reading specialist Nancy Bookwalter demonstrates modeling, guided practice, and error correction strategies during an intensive one-on-one lesson on letter sounds. She discusses how she models correct sounds and scaffolds using the "I do, we do, you do" approach.

Find the Systematic Teaching Strategies handout, review this handout and discuss your thoughts with a partner.

Recommended Practice:
Systemic Skill Instruction

SEE:

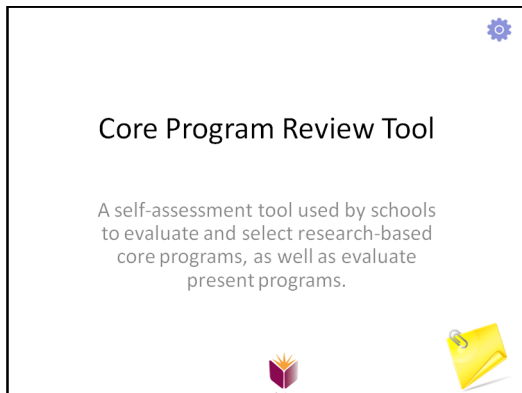
- Presentation:
Thinkaloud Examples and Comprehension and Phonics
- Nancy Bookwalter
Tri-Community Elementary
Steelton, PA



Say: Listen as Dr. Joseph Dimino explains how the thinkaloud strategy can be used during instruction. He demonstrates a comprehension thinkaloud using text and pictorial clues and a phonics thinkaloud using a silent "e" example.

Find the Thinkaloud Survey handout and discuss with a partner.

Media: Video Interview: Thinkaloud Examples and Comprehension and Phonics (4:31)
Handout #6: Thinkaloud Survey



Say: Find the Core Program Review Tool in your handouts. This tool serves as a self-assessment used by schools to evaluate and select research-based core programs, as well as evaluate present programs.

Review this tool and discuss with a partner.

Wrap-up Activity

1. In groups of four discuss the instructional strategies used throughout this module?
2. What do you believe are the benefits of each method of instruction?
3. What do you believe are the disadvantages of each method of instruction?
4. Which three instructional conditions could you begin using that you believe would produce best results?
5. As a group which one would you want to use if you had to pick one to teach? Why? (Come to a group consensus)

Say: In groups of four discuss the following questions about the instructional strategies suggested throughout this module.

- In groups of four discuss the instructional strategies used throughout this module?
2. What do you believe are the benefits of each method of instruction?
 3. What do you believe are the disadvantages of each method of instruction?
 4. Which three instructional conditions could you begin using that you believe would produce best results?
 5. As a group which one would you want to use if you had to pick one to teach? Why? (Come to a group consensus)

Remind participants to read the room utilizing the ideas posted on chart paper from previous discussions.

Give participants 10 minutes to discuss the questions then check in with groups and write their thoughts on chart paper.

Plan intensive instruction on
foundational reading skills for students
in Tier 2 and Tier 3 interventions.

Do What Works



Do What Works

This section offers action ideas and examples of tools to improve your own practice. This section pulls all of the ideas together from the previous three sections. These slides are indicated with an icon that displays an orange circle with an arrow in it. You will find that it is intended for specific audiences to be able to work through at their individual pace and therefore looks different than the previous Practice Summary, Learn What Works, and See How It Works sections found in this module.

Say: The Systematic Skill Instruction Do What Works section provides action ideas for and examples of tools to improve your own practice. This section pulls all of the ideas together from the previous three sections. These slides are indicated with an icon that displays an orange circle with an arrow in it.

The Systematic Skill Instruction Do What Works section includes:

- 1. Action for Building Level RTI Team*
- 2. Actions for Special Education Coordinators*

Encourage school personnel to utilize the components of the Do What Works section that are needed to take their staff to the next level. Note that resources and materials from the Practice Summary, Learn What Works, and See How It Works sections are referred to throughout the Do What Works section. Also note that resources from websites are sighted and district leadership is encouraged to utilize these resources for additional information and clarification as needed.

Action for
Building-Level RTI Team

1. Form grade-level teams to learn about the critical reading skills in grades K-2.
2. Provide professional development on systematic teaching strategies.
3. Evaluate current instructional practices.
4. Follow up with training and support to sustain new teaching strategies.



Plan intensive instruction on foundational reading skills for students in Tier 2 and Tier 3 interventions.




Building-Level Rtl Team

Say “What can we do to prepare our teachers for using systematic instruction to teach critical reading skills in a tiered intervention model?”

This idea for action includes:

1. Form grade-level teams to learn about the critical reading skills in grades K-2.
2. Provide professional development on systematic teaching strategies.
3. Evaluate current instructional practices.
4. Follow up with training and support to sustain new teaching strategies.”

1. Form Grade-Level Teams

- Meet with grade-level study teams to review the critical reading skills.
- Provide copies of the Practice Guide, *Assisting Students Struggling With Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades*. 
- Ask teams to read Recommendations 3 and 5 on intensive, systematic instruction. 
- Show the multimedia overview
- Discuss the skills teachers and specialists are already teaching in core instruction and intensive interventions. 

Say “Meet with grade-level study teams to review the critical reading skills. Provide copies of the Practice Guide, *Assisting Students Struggling With Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades*, and ask teams to read Recommendations 3 and 5 on intensive, systematic instruction.

Show the [multimedia overview](#) and highlight the sections outlining grade-appropriate reading skills and strategies for teaching these skills. Discuss the skills teachers and specialists are already teaching in core instruction and intensive interventions.”

Media: Multimedia Overview: Systematic Teaching in Tiers 2 and 3 (6:47 min)

Handout: Practice Guide, *Assisting Students Struggling With Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades*

1. Form Grade-Level Teams

Assign reading for study group meetings:

- *Teaching Alphabetics to Kids Who Struggle*, an article describing phonological awareness and word recognition instruction
- *Components of an Effective Reading Program*, a brief containing sections on the five essential components of reading

Say “Assign reading for study group meetings as needed:


- *Teaching Alphabetics to Kids Who Struggle*, an article describing phonological awareness and word recognition instruction that can be downloaded from the Reading Rockets website listed in the "Related Links" section of this practice. Link provided below
- *Components of an Effective Reading Program*, a brief containing sections on the five essential components of reading that can be downloaded from the Access Center's website listed in the "Related Links" section of this practice.”

No Media

Handout: Teaching Alphabetics to Kids Who Struggle, Components of an Effective Reading Program

<http://www.readingrockets.org/article/216/>

2. Provide Professional Development

- Begin by scheduling a two-hour staff training session to introduce and learn about explicit strategies.
- View the expert interview with Dr. Joe Dimino discussing Tier 2 instruction. 
- A reading coach or specialist should demonstrate each explicit strategy.






Say “Teachers will need ongoing professional development to successfully implement systematic instruction. Schools should seek out off-site training opportunities and provide on-site training and support to teachers. Begin by scheduling a two-hour staff training session to introduce and learn about explicit strategies. View the [expert interview with Dr. Joe Dimino discussing Tier 2 instruction](#). A reading coach or specialist can be asked to demonstrate each explicit strategy.”

No Media: Expert Interview: Tier 2 Instructional Programs, Dr. Joe Dimino (5:54 min) and Expert Interview: Intensive Tier 3 Instruction, Dr. Joe Dimino (4:08 min)

No Handout

2. Provide Professional Development

- Show the interview with Dr. Dimino in which he describes ways to intensify instruction at Tier 3. 
- Break into small groups to share ideas about how to implement this strategy. B
 - Discuss ways to provide corrective feedback and practice opportunities.
- Provide *Key Components for Effective Teaching* handout.
- Provide a copy of *Providing Instructional Supports Online Module*. 

Say “Show the [interview with Dr. Dimino in which he describes ways to intensify instruction at Tier 3](#). Break into small groups to share ideas about how to implement this strategy. Be sure to discuss ways to provide corrective feedback and practice opportunities.

Provide copies of the following handouts:

- *Key Components for Effective Teaching* from the RTI Network's website.
- The IRIS Center website's *Providing Instructional Supports Online Module*.”

Media: Expert Interview: Intensive Tier 3 Instruction, Dr. Joe Dimino (4:08 min)

Handout: Key Components for Effective Teaching and Providing Instructional Supports Online Module (website above)

3. Evaluate current instructional practices

- The principal fills out the *Response to Intervention in Primary Grade Reading: Planning Template for Working with Schools* to reflect on current practice
- Provide the *Teacher Self-Assessment: Improving Systematic Instruction* each staff member to complete.
- Discuss how classroom teachers and specialists can improve their use of effective strategies at all three tiers.
- Generate a list of supports teachers will need to successfully implement this practice
- Plan professional development sessions based on this information.

Say “Reflect on the school's current level of implementation of systematic instruction focused on critical reading skills. The principal should fill out the *Response to Intervention in Primary Grade Reading: Planning Template for Working with Schools* a [school-level planning template](#) to reflect on current practice.

Provide the *Teacher Self-Assessment: Improving Systematic Instruction* handout for each teacher to complete. Discuss how classroom teachers and specialists can improve their use of effective strategies at all three tiers. Generate a list of supports teachers will need to successfully implement this practice and plan professional development sessions based on this information.”

4. Follow up with Training and Support

- Follow-up with training and site-based support to help sustain newly introduced practices.
- Collaborate with district leaders to identify sources and funding streams for providing literacy coaches or specialists to observe classroom instruction and consult with teachers.



Say “Ongoing training and site-based support can help sustain newly introduced practices. Here are a few steps RtI teams can take to sustain systematic and explicit teaching:

- Collaborate with district leaders to identify sources and funding streams to provide literacy coaches or specialists to observe classroom instruction and consult with teachers.”

4. Follow up with Training and Support

- Establish a resource library of print materials and media for teachers to access on their own.
- Explore partnerships with postsecondary education faculty to share knowledge, resources, and staff-sharing opportunities
 - faculty presentation at school staff meetings,
 - course workshop provided by school staff,
 - practicum placements for student teachers at the school



Say “Ongoing training and site-based support can help sustain newly introduced practices. Here are a few steps RtI teams can take to sustain systematic and explicit teaching:

- Establish a resource library of print materials and media for teachers to access on their own.
- Explore partnerships with postsecondary education faculty to share knowledge, resources, and staff-sharing opportunities (e.g., faculty presentation at school staff meetings, course workshop provided by school staff, practicum placements for student teachers at the school).”

Action for Special Education Coordinator

1. Schedule individual conferences with interventionists to assess their use of explicit instruction.
2. Demonstrate explicit teaching strategies, such as thinkalouds.
3. Follow up with lesson observations and feedback conferences to assist with instructional planning.



Plan intensive instruction on foundational reading skills for students in Tier 2 and Tier 3 interventions.



Special Education Coordinator

Say “How can I help interventionists integrate explicit strategies into their Tier 3 lesson planning and instruction?”

This idea for action includes:



1. Schedule individual conferences with interventionists to assess their use of explicit instruction.
2. Demonstrate explicit teaching strategies, such as thinkalouds.
3. Follow up with lesson observations and feedback conferences to assist with instructional planning.”

1. Schedule individual conferences

- Meet with interventionists to examine their understanding of explicit instruction and their level of confidence in implementing strategies.
- Each teacher should complete the *Teacher Self-Assessment: Improving Systematic Instruction* handout before the conference. 
- Use this form to guide interventionists in identifying areas where they feel confident and areas where they may need additional support. 

Say “Meet with interventionists to examine their understanding of explicit instruction and their level of confidence in implementing strategies. Each teacher should complete the *Teacher Self-Assessment: Improving Systematic Instruction* before the conference. Use this form to guide interventionists in identifying areas where they feel confident and areas where they may need additional support.”

1. Schedule individual conferences

- Watch the expert interview together 
- Discuss Dr. Dimino's recommendations
 - pacing of lessons
 - error corrections
 - providing practice during intensive instruction
- Recommend that interventionists view the multimedia overview sections on grade-appropriate reading skills and explicit teaching strategies on their own. 

Say “For interventionists needing more in-depth assistance, watch the [expert interview](#) together. Review Dr. Dimino's recommendations on how to pace lessons, correct errors, and provide practice during intensive instruction and examine other explicit teaching strategies. Recommend that interventionists view the [multimedia overview](#) sections on grade-appropriate reading skills and explicit teaching strategies on their own.”

Media: Expert Interview: Intensive Tier 3 Instruction, Dr. Joe Dimino (4:08 min) and Multimedia Overview: Systematic Teaching in Tiers 2 and 3 (6:47 min)
No Handout

2. Demonstrate Explicit Teaching Strategies

- Schedule a group meeting with interventionists.
 - They should come prepared to share one explicit strategy they have used in a recent lesson
 - bring a thinkaloud example to demonstrate in pairs
- Begin the meeting by sharing and compiling a list of the strategies used in Tier 3 interventions.
- Show the thinkaloud video and the explicit instruction slideshow that demonstrates modeling, guided practice, and error correction strategies.



Say “Schedule a group meeting with interventionists. They should come prepared to share one explicit strategy they have used in a recent lesson and to bring a thinkaloud example to demonstrate in pairs.

Begin the meeting by sharing and compiling a list of the strategies used in Tier 3 interventions. Show the [thinkaloud video](#) and the [explicit instruction slideshow](#) that demonstrates modeling, guided practice, and error correction strategies.”

Media: Expert Interview: Thinkaloud Examples in Comprehension and Phonics, Joseph A. Dimino, Ph.D. (4:31 min) and Slideshow: Modeling Initial Sounds in Tier 3 (5:57 min)
No Handout

2. Demonstrate Explicit Teaching Strategies


- Discuss similarities and differences interventionists noticed between these demonstrations and their experiences with using the strategies.
- Explore how they can integrate the strategies into upcoming lessons.
- Allow teachers time to practice a thinkaloud in pairs.
- Hand out copies of the *Thinkaloud Survey for Teachers* to use for self-reflection.



Say “Discuss similarities and differences interventionists noticed between these demonstrations and their experiences with using the strategies. Explore how they can integrate the strategies into upcoming lessons.

Allow teachers to practice a thinkaloud in pairs. Hand out copies of the *Thinkaloud Survey for Teachers* to use for self-reflection.”

3. Follow Up With Feedback

- Use the *the Observing Explicit Reading Instruction, Explicit Instruction Lesson Plan Template tool* to assess a Tier 3 reading lesson. 
- The interventionist should complete the self-reflection form included in this tool.
- Schedule a follow-up conference to provide feedback and collaborate on a plan for improving explicit instruction.



Say “Use *the Observing Explicit Reading Instruction, Explicit Instruction Lesson Plan Template tool* to assess a Tier 3 reading lesson. The interventionist should complete the self-reflection form included in this tool. Schedule a follow-up conference to provide feedback and collaborate on a plan for improving explicit instruction.”

3. Follow Up With Feedback

- Help the interventionist prepare a lesson using the *Explicit Instruction Lesson Plan Template*.
- The interventionist can use the self-reflection form included in the tool to assess their instruction after the lesson.
- Provide the *Five Essential Reading Components* handout.
- Provide the handout *Foundational Reading Skills: Instructional Routines*.


Say “Help the interventionist prepare a lesson using the *Explicit Instruction Lesson Plan Template*. Follow the guidelines, review the filled-in example, and use the template to plan a lesson together. The interventionist can use the self-reflection form included in the tool to assess their instruction after the lesson.

Download and hand out the *Five Essential Reading Components* and the *Foundational Reading Skills: Instructional Routines* as resources to assist interventionists with integrating explicit strategies into Tier 3 instruction.”

No Media

Handouts: #10: Explicit Instruction Lesson Plan Template, Five Essential Reading Components, and Foundational Reading Skills: Instructional Routines

Research Evidence

- Systematic Skill Instruction incorporates research evidence from two Practice Guide recommendations:
 - Provide intensive, systematic instruction in Tier 2 on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening (Recommendation 3).
 - Provide intensive instruction on a daily basis that promotes the development of the various components of reading proficiency to students who show minimal progress after reasonable time in Tier 2 small group instruction (Recommendation 5).
- Tier 2 Instruction Level of Evidence: Strong
- Tier 3 Instruction Level of Evidence: Low 

Research Evidence

Systematic Skill Instruction incorporates research evidence from two Practice Guide recommendations:

- Provide intensive, systematic instruction in Tier 2 on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening (Recommendation 3).
- Provide intensive instruction on a daily basis that promotes the development of the various components of reading proficiency to students who show minimal progress after reasonable time in Tier 2 small group instruction (Recommendation 5).

Tier 2 Instruction (Level of Evidence: [Strong](#)): The panel's review revealed a large number of high-quality randomized controlled trials and quasi-experimental design studies, frequent significant effects, and independently produced similar findings by numerous research teams. The results of eleven studies on supplemental reading instruction with students in the primary grades suggest that educators should use explicit and systematic instruction emphasizing the critical reading skills of phonemic awareness, decoding, reading comprehension, and fluency at appropriate grade levels. Given that effects were not significantly greater for the one-on-one approach, small group work could be considered more practical for implementation.

- Two of five studies measuring phonemic awareness demonstrated significant effects (Ehri et al., 2007; Lennon and Slesinski, 1999).
- Five of nine studies on decoding demonstrated significant effects (Ehri et al., 2007; Gunn et al., 2000; Jenkins et al., 2004; Lennon and Slesinski, 1999; Vadasy, Sanders, and Peyton, 2005).
- Five of seven studies assessing reading comprehension showed positive effects (Vadasy, Sanders, and Peyton, 2005; Jenkins et al., 2004; Vaughn et al., 2006; Ehri et al., 2007; Mathes et al., 2005).
- One of seven studies examining reading fluency found significant effects (Ehri et al., 2007).
- One of three studies of vocabulary knowledge reported significant effects (Gunn et al., 2000).

Tier 3 Instruction (Level of Evidence: [Low](#)):

The panel's review of five studies involving intensive and systematic instruction with extensive practice, clear feedback, teaching to mastery, and carefully thought out progression from easy to hard learning activities yielded no evidence of significant effects. Nevertheless, the panel agreed that several of the studies (for example, O'Connor and Jenkins, 1995) suggest potentially promising practices for Tier 3 intervention and made this recommendation based on their expert opinion.

Media: None
Handout: None

Key Research

- Ehri, L. C., Dreyer, L. G., Flugman, B., & Gross, A. (2007). Reading rescue: An effective tutoring intervention model for language minority students who are struggling readers in first grade. *American Educational Research Journal*, 44(2), 414-448.
- Gunn, B., Biglan, A., Smolkowski, K., & Ary, D. (2000). The efficacy of supplemental instruction in decoding skills for Hispanic and non-Hispanic students in early elementary school. *Journal of Special Education*, 34(2), 90-103.
- Jenkins, J. R., Peyton, J. A., Sanders, E. A., & Vadasy, P. F. (2004). Effects of reading decodable text in supplemental first-grade tutoring. *Scientific Studies of Reading*, 8(1), 53-85.
- Lennon, J. E., & Slesinski, C. (1999). Early intervention in reading: Results of a screening and intervention program for kindergarten students. *School Psychology Review*, 28(3), 353-364.

Key Research

Ehri, L. C., Dreyer, L. G., Flugman, B., & Gross, A. (2007). Reading rescue: An effective tutoring intervention model for language minority students who are struggling readers in first grade. *American Educational Research Journal*, 44(2), 414-448. This study of 64 low-income, English language learner first graders with reading difficulties investigated the impact of Reading Rescue tutoring in phonological awareness, systematic phonics, vocabulary, fluency, and reading comprehension. Students who received one-on-one tutoring made significantly greater gains in fluency and comprehension than students in small group intervention or no intervention. The majority of tutored students reached average reading levels. Results suggest that students make greater gains when they read text at an independent level than at an instructional level.

Gunn, B., Biglan, A., Smolkowski, K., & Ary, D. (2000). The efficacy of supplemental instruction in decoding skills for Hispanic and non-Hispanic students in early elementary school. *Journal of Special Education*, 34(2), 90-103. This article discusses a two-year study of supplemental reading instruction in grades K-3. Using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and an oral fluency measure, researchers screened 256 students in kindergarten through second grade (158 Hispanic, 98 non-Hispanic). Students were then randomly divided between a control group and a treatment group receiving supplemental instruction on phonological awareness and decoding skills. Reading skill was assessed in the fall of the first year and again in the spring of both years. Children who received supplemental instruction performed significantly better on measures of word-attack skills at the end of the first year and on word attack, word identification, oral reading fluency, vocabulary, and reading comprehension the second year. There were no differences in effectiveness of instruction as a function of English proficiency, gender, or grade.

Jenkins, J. R., Peyton, J. A., Sanders, E. A., & Vadasy, P. F. (2004). Effects of reading decodable text in supplemental first-grade tutoring. *Scientific Studies of Reading*, 8(1), 53-85. At-risk first graders were randomly assigned to 25 weeks of tutoring in a phonics program with story reading in either more or less decodable texts, while a control group received no tutoring. The more decodable group read storybooks consistent with the phonics program, while the books for the less decodable group had no phonetic control. Both tutored groups significantly surpassed the control on an array of decoding, word reading, passage reading, and comprehension measures. However, the more and less decodable text groups did not differ on the post-test.

Lennon, J. E., & Slesinski, C. (1999). Early intervention in reading: Results of a screening and intervention program for kindergarten students. *School Psychology Review*, 28(3), 353-364. Kindergarten students were selected for a reading intervention program based on their knowledge of the alphabet. The intervention consisted of two ten-week periods of daily pairs tutoring using an interactive strategies approach that emphasized direct instruction in the alphabetic principle, phonemic awareness, analyzing words, learning sight words, and reading connected text. The treatment group consistently outperformed a "waiting" control, which also showed accelerated progress upon receiving the intervention. A two-year longitudinal follow-up of the cohort indicated lower special education placement rates.

- Vadasy, P. F., Sanders, E. A., & Peyton, J. A. (2005). Relative effectiveness of reading practice or word-level instruction in supplemental tutoring: How text matters. *Journal of Learning Disabilities*, 38(4), 364-380.
- Vaughn, S., Mathes, P., Linan-Thompson, S., Cirino, P., Carlson, C., Pollard-Durodola, S., Cardenas-Hagan, E., & Francis, D. (2006). Effectiveness of an English intervention for first-grade English language learners at risk for reading problems. *Elementary School Journal*, 107(2), 153-180.
- Mathes, P. G., Denton, C., Fletcher, J., Anthony, J., Francis, D., & Schatschneider, C. (2005). The effects of theoretically different instruction and student characteristics on the skills of struggling readers. *Reading Research Quarterly*, 40(2), 148-182.
- O'Connor, R. E., & Jenkins, J. R. (1995). Improving the generalization of sound/symbol knowledge: Teaching spelling to kindergarten children with disabilities. *Journal of Special Education*, 29(3), 255-275.

Key Research

Vadasy, P. F., Sanders, E. A., & Peyton, J. A. (2005). Relative effectiveness of reading practice or word-level instruction in supplemental tutoring: How text matters. *Journal of Learning Disabilities*, 38(4), 364-380. This quasi-experimental study of supplemental reading instruction examined the relative effectiveness of more intense decoding instruction or reading practice. First-grade students with low reading skills scores received classroom reading instruction or one of two individual instruction treatments provided by trained paraprofessional tutors: word study alone or in combination with text reading practice. At the end of first grade, treatment students significantly outperformed their non-tutored peers on measures of reading accuracy, reading comprehension, reading efficiency, passage reading fluency, and spelling. The authors examine the differential treatment effects on passage reading fluency, attending to pre-test skill levels and text reading practice characteristics.

Vaughn, S., Mathes, P., Linan-Thompson, S., Cirino, P., Carlson, C., Pollard-Durodola, S., Cardenas-Hagan, E., & Francis, D. (2006). Effectiveness of an English intervention for first-grade English language learners at risk for reading problems. *Elementary School Journal*, 107(2), 153-180. This study examined at-risk first-grade English language learners' response to supplemental reading and language development instruction administered in English. Students who did not pass an initial screening in both English and Spanish were randomly assigned to intervention or control groups. Small group interventions took place in daily, 50-minute sessions and provided systematic, explicit instruction in oral language and reading. Students assigned to the control condition received their school's existing intervention instruction. Intervention students significantly outperformed control students on multiple language and reading measures, though differences were less significant for Spanish measures. The strongest effects favoring intervention students were in areas related to phonological awareness.

Mathes, P. G., Denton, C., Fletcher, J., Anthony, J., Francis, D., & Schatschneider, C. (2005). The effects of theoretically different instruction and student characteristics on the skills of struggling readers. *Reading Research Quarterly*, 40(2), 148-182. This study investigated the effectiveness of combining enhanced classroom instruction and intense supplemental intervention for struggling readers in first grade. These interventions were provided to small groups of first-grade students at risk for reading difficulties. Students were assessed on various reading and reading-related measures associated with success in beginning reading. Results indicated that (a) first-grade students who were at risk for reading failure and who received supplemental instruction in the Responsive or Proactive interventions scored higher on measures of reading and reading-related skills than students who received only enhanced classroom instruction, (b) enhanced classroom instruction appeared to promote high levels of reading growth for many children at risk for reading failure, (c) the two interventions were essentially equally effective even though they reflected different theoretical perspectives, and (d) children's characteristics did not differentially predict the effectiveness of an intervention.

O'Connor, R. E., & Jenkins, J. R. (1995). Improving the generalization of sound/symbol knowledge: Teaching spelling to kindergarten children with disabilities. *Journal of Special Education*, 29(3), 255-275. The purpose of this study was to test whether teaching spelling alongside code-based reading encouraged the application and transfer of segmentation and letter knowledge. Kindergarten students with reading delays were tested and matched in pairs based on their progress in reading lessons. One of each pair was assigned to an experimental treatment of 20 ten-minute spelling lessons, while the other was placed in a reading control group that practiced reading the same words without spelling lessons. Children in the spelling treatment showed greater improvement in spelling and word reading performance than the control group but did not perform significantly better on phoneme segmentation. The results suggest that practicing forming letter representations of spoken words helps generalization knowledge, which facilitates learning to read words.